

St Joseph's RC Middle School



RE Policy

Date:	September 18
Review Date:	September 19
Executive Headteacher – Mrs F Conley	<i>Mrs F Conley</i>
Assistant Headteacher – Mr G Simpson	<i>Mr G Simpson</i>
Chair of Governors – Mr T Neeson	<i>Mr T Neeson</i>

MISSION STATEMENT AND SCHOOL AIMS

Our mission is to embrace the spirit and teachings of our Catholic faith while striving for excellence in all aspects of school life.

To help achieve this we aim to:-

- create a happy, secure, well ordered and caring Catholic community that readily puts into practice the gospel values of love and forgiveness;
- provide a broad, balanced and challenging curriculum for the benefit of all our students which includes the knowledge, skills and attitudes that will help prepare them for the opportunities, responsibilities and experiences of life;
- encourage self-discipline and self esteem amongst the members of our community and at the same time foster respect and consideration for others;
- promote a sense of responsibility for the environment and encourage our members to take an active part in the life of our community;
- maintain an active home-school partnership;
- develop effective links with our local Catholic parishes and first schools, local middle and high schools; and the wider community.

The mission statement and aims have been written after consultation with staff, parents, governors and pupils. They reflect therefore, the expectations and ambitions of the whole school community.

St. Joseph's RC Middle School

R.E. POLICY

1. INTRODUCTION

A Catholic school's main mission is to help men and women give the best of themselves to society and the Church.

In the words of St. John Chryostom the school's task is twofold: "Everyday to give careful attention to the young people" and "form them as athletes for Christ". Pope John Paul II, speaking at the World Conference of Catholic Schools said that schools should never lose sight of their particular task, beyond that of giving "a quality education," namely "to commit themselves to form (pupils) in the spiritual and moral values necessary for human existence and to be themselves witnesses to Christ, the source of all life. They should always be concerned to give witness to the hope that is in them".

2. THE NATURE OF CATHOLIC SCHOOLS

Our Catholic schools are, or should be, distinctive because their entire educational policy and approach are inspired by and flow from the vision of life which is enshrined in our faith tradition. Our Catholic faith perspective is not simply an added extra which we teach and offer our pupils; it is integrated into the whole life of our schools and into all aspects of the curriculum; it is conveyed in values and attitudes which are incorporated into the way our schools are structured and managed, into the relationships between staff and pupils, into the aims and priorities we set ourselves, and into the procedures by which we evaluate our success.

The document 'The Religious Dimension of Education in a Catholic School' outlines the distinctive nature of a Catholic school.

- What makes the Catholic school distinctive is its attempt to generate a climate in the school that is permeated by the Gospel spirit of freedom and love.
- The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate.
- Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community.
- Considering the special age group they are working with, primary schools should try to create a community school climate that reproduces, as far as possible, the warm and intimate atmosphere of family life.
- Since its educational goals are rooted in Christian principles, the school as a whole assists and promotes faith education.
- Even pupils who are very young can sense whether the atmosphere in the school is pleasant or not. They are more willing to co-operate when they feel respected, trusted and loved.

References: The Religious Dimension of Education in a Catholic School.
Our Schools and Our Faith - Jim Gallagher SDB
R.E. The Primary Years - Danny Sullivan and Jim Gallagher

3. WHAT IS RELIGIOUS EDUCATION?

"Religious Education involves pupils on two journeys which discovers the great religions of our society, and most significantly and importantly, an inner journey towards maturity, the deepening of their spiritual lives and the commitment to their own faith." David Konstant, Bishop of Leeds (June 1988)
"We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this." (c.f. Curriculum Directory, Page 9)

4. PRINCIPLES

Religious Education attends to the needs of all pupils who have been admitted to the School, irrespective of their faith background or experience.

Religious Education should be non-exclusive in that it should not be based on assumptions which automatically exclude or alienate those involved. We recognise that not all pupils are from committed Catholic homes and respect fully pupils from other Christian denominations or faith traditions.

The principal educational task of the teacher is to help children to know, understand and appreciate the spiritual and religious dimension of life as expressed in the Catholic faith tradition and important aspects of other traditions.

Classroom Religious Education must be characterised by the same sound educational principles which are applied to other curriculum areas.

Religious Education should be positively geared towards maximising the learning potential of all who are involved in it.

Religious Education should help pupils to develop a reflective attitude which will allow them to explore the story and vision of themselves and the community in which they live, from its local to its global dimensions. Religious Education seeks to make a contribution to the development of personal beliefs and values.

5. AIMS

In St. Joseph's Middle School we believe that the aim of Religious Education is to contribute educationally to the development of pupils as individuals and valued members of society. In line with the Mission Statement we feel that it is important that every effort is made to create in the classroom a community where the children know they are loved, where they feel confident and secure.

We aim to:-

- Encourage the children to explore their beliefs, values and way of life of the Catholic tradition, to introduce them to other faith traditions, to encourage a deepening, enriching and understanding of their faith and to foster respect for other people, their beliefs and lifestyles.
- Help pupils recognise and appreciate the spiritual and religious dimensions of life using a variety of teaching and learning strategies.
- Present a systematic presentation of the Christian event, message and way of life, in ways appropriate to the age and stage of development of the child.
- Allow space for searching and questioning, to challenge the pupils to examine their own life stance, to deepen their personal faith commitment and to respect that of others.
- Provide opportunities for celebration, prayer and reflection.
- Extending pupils' linguistic, oral, creative, aesthetic, moral and spiritual capacities through their religious education.
- Allow space for searching and questioning, to challenge the pupils to examine their own life stance, to deepen their personal faith commitment and to respect that of others.

6. PROGRAMMES OF STUDY

To fulfil our Aims and Objectives we use the 'Come and See' and 'The Way, The Truth, The Life' programmes to adhere to the Curriculum Directory as prescribed by the Diocese. 'Come and See' units of work are taught in a two year cycle.

Key Stage 2

Pupils in Years 5 & 6

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Key Stage 2

Come and See

Autumn	<p>Domestic Church</p> <p>Year 5 - OURSELVES - Created in the image and likeness of God Year 6 - LOVING - God who never stops loving</p>	<p>Baptism/Confirmation</p> <p>Year 5 - LIFE CHOICES - Marriage, commitment and service Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life</p>	<p>Judaism</p> <p>Year 5 - Passover Year 6 - Rosh Hashanah, Yom Kippur</p>	<p>Advent/Christmas</p> <p>Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one Year 6 - EXPECTATIONS - Jesus born to show God to the world</p>
Spring	<p>Local Church</p> <p>Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 6 - SOURCES - The Bible, the special book for the Church</p>	<p>Eucharist</p> <p>Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice Year 6 - UNITY - Eucharist enabling people to live in communion</p>	<p>Islam</p> <p>Year 5 – Ramadan and Pilgrimage Year 6 – Guidance for Muslims</p>	<p>Lent/Easter</p> <p>Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection</p>
Summer	<p>Pentecost</p> <p>Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power Year 6 - WITNESSES - The Holy Spirit enables people to become witnesses</p>	<p>Reconciliation/Anointing of the sick</p> <p>Year 5 - FREEDOM & RESPONSIBILITY - Commandments enable Christians to be free & responsible Year 6 - HEALING - Sacrament of the Sick</p>		<p>Universal Church</p> <p>Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation Year 6 - COMMON GOOD - Work of the worldwide Christian family</p>

Key Stage 3

Year 7

Autumn 1	Revelation and Faith
Autumn 2	God's Promises Fulfilled
Spring 1	The Saviour
Spring 2	The Church
Summer 1	The Sacraments
Summer 2	Christianity and Other Faiths

Year 8

Autumn 1	Creation
Autumn 2	Covenant
Spring 1	Mystery of the Eucharist
Spring 2	Paschal Mystery
Summer 1	Mission of the Church
Summer 2	The Church in Britain

Other faiths: Judaism and Islam

The Process of Teaching

In the RE Department We use 'Come and See' Scheme of work in KS2 which has been developed and endorsed by the diocese and The Way, The Truth and The Life at KS3. This provides a methodology and structure. It is a teaching and learning process. It engages pupils in the continuing journey of learning about and learning from the Catholic vision and understanding of life. Teachers plan rigorously using the Bishop's Conference Levels of Attainment and marking and assessing is carried out against these same criteria.

7. ASSESSMENT

R.E. assessment, recording and reporting are directly related to the assessment policy of St. Joseph's Middle School. In both key stage 2 and key stage 3 assessment is completed at the end of a module of work. Assessment is seen as an integral part of the learning process involving the pupil and the teacher. The opportunity is also provided for pupils and teacher to briefly evaluate the progress made in each module through a learning report.

"In accordance with the Catholic Schools' belief in upholding the dignity and value of each individual, any method used to assess performance of pupils must respect individual's worth". (EDN; 24)

Assessment in R.E. is therefore concerned with what pupils can achieve rather than what they fail in. It is concerned with the possibility of children experiencing success in religious education. Achievement is the seed of confidence and self-worth. In line with the schools' Mission Statement assessment in R.E. is based on the importance of such values.

8. LINKS WITH OTHER SUBJECTS

The R.E. programmes in both key stages 2 and 3 encourage the development of transferable skills:-

- talking and listening
- reading and writing
- co-operation with peers
- co-operation with teachers
- initiative
- self evaluation

9. CROSS CURRICULAR THEMES

Opportunities are explored for cross curricular links and for the teaching of cross curricular skills and themes.

These include:-

- Health Education
- Environmental Education
- Education for Citizenship
- R.S.E. / SEAL (Social and Emotional Aspects of Learning and drug Education).

10. TEACHING METHODS

The teaching methods of R.E. are directly related to the teaching and learning policy of St. Joseph's Middle School.

A variety of strategies for learning are used including:-

- paired and small group learning
- small group and class structured discussion
- brainstorming and feedback
- individual and group writing activities
- recording and communicating ideas ○
- role-play
- display
- ipad use for research
- video recording etc
- sustained paired speaking and listening
- visits
- individual and small group mini projects
- assembly preparation and presentation
- child led class collective worship

Opportunities are provided for pupils to experience prescriptive and open ended tasks.

11. S.E.N.

The teaching of R.E. to children with Special Educational Needs is in line with the whole school policy and recognises that work can be differentiated by:-

- task
- support
- resource
- outcome

Differentiated tasks are suggested within the R.E. schemes of work to foster the success of each pupil at their own level of achievement.

12. ABLE CHILD

For those children who are more able teachers plan their lessons to include suitable challenges with choice as well as ensuring there is extension activities available that deepen understanding and learning further. Extension activities are suggested within the R.E. schemes of work. A range of activities to enable deeper thinking are included in teachers' planning, for example effective and probing questions.

13. EQUAL OPPORTUNITIES

The aim of the R.E. department is that every child is given equal opportunity to develop relevant skills, knowledge and understanding regardless of ability, gender, race or cultural background.

14. INFORMATION TECHNOLOGY

I.C.T. resources are available in the classroom and used whenever appropriate to the tasks.

15. ROLE OF THE R.E. CO-ORDINATOR

- to set standards in own classroom so as to be a model for excellent practice;
- to lead meetings to keep staff informed of all activities and developments related to the subject;
- to write a whole school policy and facilitate the understanding and implementation of the same;
- to provide help and guidance in the planning of schemes of work;
- to monitor the teaching and learning of the subject and report on the same to the headteacher on a regular basis;
- to liaise with the feeder first schools, pyramid middle school and the high school on a regular basis;
- to liaise with SEN staff with reference to differentiated work;
- to order and maintain materials and resources pertaining to the subject for all pupils and ensure that staff are aware of how to use them;
- to arrange school based INSET and advise staff of other INSET opportunities;

16. HOMEWORK

Homework in Key Stage 3 is set in accordance with the homework policy of St. Joseph's Middle School. Homework is seen as an integral part of the learning process through tasks such as:-

- individual writing activities
- individual and paired research
- design and production of mini topics
- discussions with parents and members of the community
- illustrated activities
- learning of specific knowledge.

17. MARKING

In line with the marking policy of St. Joseph's Middle School work will be marked on a regular basis.

Marking and feedback in R.E.

Following various book scrutinies and inline with the whole school marking and feedback policy, the agreed approach in R.E. department is as follows:

At KS2

to see evidence within each topic of:

1. RAG on every LO
2. EBI/DIT at least once during the topic
3. Assessment and feedback (If Applicable)
4. Written constructive feed back through the use of 'dialogue boxes' using driver words to move learning on e.g. "can you make links...?" "what do you understand by...? can you give an example?"

At KS3

to see evidence within each topic of:

1. RAG on every LO
2. EBI/DIT at least once during the topic
3. Assessment and feedback (If Applicable)
4. Written constructive feedback **at least twice in each topic** using driver words to move learning on e.g. "can you make links...?" "what do you understand by... ?" "can you give an example?"

A brief comment on written work will refer to the content and presentation of the work to establish success and set targets for further work. Effective education, recognises and values the whole range of abilities, skills and aptitudes, this should always be reflected in the marking of children's work.

18. R.E. STAFF

<u>Year 5</u>	Mrs C Hagger Miss G Dodds Miss K Mooney
<u>Year 6</u>	Mr G Simpson Mrs C Hagger Miss K Mooney
<u>Year 7</u>	Mrs L Dotchin Miss A Armstrong
<u>Year 8</u>	Mr G Simpson Miss A Armstrong Mrs L Dotchin